

DEPARTMENT OF ENGLISH, THEATRE AND FOREIGN LANGUAGES
Bachelor of Arts in English Education: Secondary Education (9-12)

PROGRAM OVERVIEW

The undergraduate English Education program at The University of North Carolina at Pembroke is designed to prepare candidates for professional careers in public school teaching. The English Education program nurtures the development of teachers who understand the interrelated disciplines of literature, language, and communication, both in curricular content and pedagogical practice and who value students as potential lifelong learners of the language arts. The English Education program has been accredited by the North Carolina State Department of Public Instruction, the National Council for the Accreditation of Teacher Education (NCATE), the Southern Association of Colleges and Schools (SACS), and the National Council of Teachers of English. Administratively, the program is housed in the Department of English, Theatre, and Foreign Languages in the Dial Humanities Building. The English Education program is guided by an Advisory Board comprised of representatives from the English, Theatre, and Foreign Languages Department faculty, the School of Education and other UNC-Pembroke departments, public school teachers, including program completers, and current candidates.

The English Education program seeks to prepare students in three disciplines that are distinct yet interrelated: literature, language, and communication. Study in these disciplines in the public schools can help all students become more confident and competent individuals and, in turn, more productive members of local communities and larger society. This belief sustains the secondary English Education program. Through the curricular content and classroom experiences that they offer, effective English teachers help their students in these ways. To be successful English teachers must develop a facility in communication, an understanding of the English language, and a familiarity with a variety of literatures; they must also find ways to adapt this knowledge to a variety of learning and assessment situations and develop the disposition to reflect critically on their teaching and to continue to become informed in their disciplines, both before they enter the field and as they progress through their professional careers. Through exposure to a variety of theoretical perspectives, contextualized practices, instructional/technological resources, and professional interactions, English teachers must evolve planning, presentation, and assessment techniques that work for them and for the student populations they teach.

Effective English professionals understand that various elements of the English curriculum have been emphasized and de-emphasized through the years, that a host of factors will cause such curricular evolution to continue, that English is not a subject isolated from the rest of the school curriculum, and that separate elements within the English curriculum are indeed interrelated and can be presented in integrated units. As individuals English teachers must learn to collect from reliable sources—past and present—materials related to their craft of teaching English, must learn to select those materials which are personally and professionally suitable in their teaching situations, and

must learn to reflect critically and analytically on what has occurred and is occurring in the field of English and in their classrooms.

Program Goals and Objectives

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. Understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. Read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. Become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. Experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. Be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. Practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. Learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. Gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

STANDARDS FOR 9-12 ENGLISH TEACHERS

Standard 1: Teachers know and understand the English language.

Indicator 1: Teachers understand the evolving nature of the English Language.

Indicator 2: Teachers understand the conventions of Standard English, as well as dialect and register variations.

Indicator 3: Teachers understand individual language acquisition and development, recognizing the impact of cultural, economic, political, and social environments upon language.

Standard 2: Teachers know and understand reading processes.

Indicator 1: Teachers understand skills and strategies that enhance reading.

Indicator 2: Teachers understand comprehension strategies.

Indicator 3: Teachers understand reading theory.

Standard 3: Teachers know and understand written and oral composing processes.

Indicator 1: Teachers understand how different forms of oral and written discourse can influence thought and action.

Indicator 2: Teachers understand the importance of teaching grammar and usage in context.

Indicator 3: Teachers understand composition theory.

Standard 4: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.

Indicator 1: Teachers understand works from a range of genres from various periods of British, American, and World literatures.

Indicator 2: Teachers understand ethnic diversity and cultural diversity in literature, including, but not limited to, historically underrepresented groups such as African-American, Native-American, Hispanic, Asian-American, and women authors.

Indicator 3: Teachers understand the range and value of works written for children and young adults.

Indicator 4: Teachers understand literary theory.

Standard 5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.

Indicator 1: Teachers know how to use electronic resources for research.

Indicator 2: Teachers understand the interaction between technology and culture.

Indicator 3: Teachers understand how media and technology enhance written, oral, and visual communication.

Standard 6: Teachers use effective strategies and techniques in teaching English Language Arts.

Indicator 1: Teachers organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.

Indicator 2: Teachers develop interdisciplinary teaching strategies and materials.

Indicator 3: Teachers promote active, personal engagement through reading, writing, and discussion.

Indicator 4: Teachers model effective learning and problem-solving.

Standard 7: Teachers evaluate and select appropriate, high-quality resources that support learning of the English Language Arts.

Indicator 1: Teachers emphasize interdisciplinary connections through materials selected.

Indicator 2: Teachers promote awareness of diversity through selection of appropriate instructional materials.

Indicator 3: Teachers use information on developmental characteristics of students to provide rich and appropriately challenging materials.

Standard 8: Teachers encourage students to respond to different media and communications technologies.

Indicator 1: Teachers provide students with appropriate strategies that permit access to and understanding of a wide range of print and non-print texts.

Indicator 2: Teachers engage students in making meaning from texts through personal response.

Indicator 3: Teachers engage students in making meaning from texts through critical response.

Standard 9: Teachers use assessment as an integral part of instruction and learning.

Indicator 1: Teachers develop a variety of formal and informal assessments appropriate to curricular goals and student needs.

Indicator 2: Teachers interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents and other audiences.

Indicator 3: Teachers encourage student self-assessment, both formal and informal.

Indicator 4: Teachers employ formative and summative assessments and use resulting data to make pedagogical decisions and to modify instruction.

Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.

Indicator 1: Teachers model Standard English.

Indicator 2: Teachers employ a variety of dialects and registers to demonstrate understanding of audience and purpose.

Indicator 3: Teachers read and write regularly with students.

Standard 11: Teachers foster in students an awareness and appreciation of their own and others' cultures.

Indicator 1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.

Indicator 2: Teachers respect students' native languages in their relation to the conventions of Standard English.

Indicator 3: Teachers enhance students' understanding of themselves and others to establish classroom cultures of mutual respect.

Standard 12: Teachers recognize commonalities and individual differences within the classroom.

Indicator 1: Teachers provide an open trusting environment for sharing oral language.

Indicator 2: Teachers understand that student reading and writing involve personal interpretations in order to respond to literature and other texts.

Standard 13: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.

Indicator 1: Teachers use instructional materials to meet the various needs of students.

Indicator 2: Teachers use varying strategies and techniques to meet the individual needs of students.